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ABSTRACT

This resource list offers models that literacy projects and community adult education programs can use to improve and expand their services to older adults by building partnerships with businesses, aging network providers, religious institutions, and volunteer organizations. Section 1 explains the purpose of the resource list. Presented in section 2 are summaries of the main points of selected publications devoted to the communication tools for tutors and lists of techniques for overcoming barriers in tutor training and special considerations in teaching/tutoring older adults. Section 3 outlines an eight-step procedure for planning, developing, and maintaining successful literacy partnerships within communities and presents information on volunteer partnerships, programs sponsored by the federal domestic volunteer agency--ACTION, and churches as literacy partners. Section 4 is a directory describing 32 national and 6 federal agencies and organizations that deal with the special needs and interests of older adults. For each organization listed, the directory provides the organization's name, address, and phone number and a short description of the program(s) and/or service(s) it provides. (MN)

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LITERACY AND AGING--MAKING THE CONNECTION (A RESOURCE LIST)

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- Barriers to Learning & How To Overcome Them
- Suggestions for Communication with the Elderly and Interview
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- Optimizing Learning in the Elderly

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- Churches

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- "Directory of Resources for Older Persons" 1993
- "Directory of Literacy Volunteer Resources" 1993
- "Practices Used by Volunteers in Adult Basic Education & Literacy
Programs" 1990
- "Bibliography of Resource Materials: Adults with Disabilities/Special
Learning Needs, ESL, Older Persons, Volunteers"

INTRODUCTION

I

INTRODUCTION

This Resource List offers literacy projects and community adult education programs models for building partnerships to serve more older persons. Its resources and useful information for providers in adult literacy and community education fields will stimulate ideas for literacy partnerships by *making connections* with new partners: businesses, aging network providers, religious institutions, and volunteer organizations. Effective literacy partnerships can be achieved through better understanding of the older learner, greater community awareness of literacy programs for the older adult, and joining with other partners to help reach more older learners.



UNDERSTANDING THE OLDER LEARNER

II

COMMUNICATION TOOLS FOR TUTORS & TECHNIQUES FOR OVERCOMING BARRIERS IN TUTOR TRAINING

Characteristics of the Older Adult (from *Developing Successful Adult Basic Education Programs for Older Adults*, Box 1009, Randolph Community College, Asheboro, NC 27204: A Section 310 Adult Education Project).

Several characteristics set older adults apart from younger learners. Older adults have acquired set patterns in their thinking and behavior and may also have set ideas of right and wrong. For new learning to take place these patterns may need to be revised or unset.

Older adults can be less tolerant of busy work and steadier in their pursuit of learning. They also tend to be less distracted by social interest.

Older adults have more years of experience and are readily able to relate new facts to their experience, adding enrichment and reinforcement to the learning process.

These adults may lack self-confidence, most often due to fear of school or learning because of past failures.

Learning that is timed or pressured may not be appropriate for this student. Health problems often create learning obstacles which demand attention.

Characteristics of the under-educated older adult include:

- Lack of confidence
- Lack of basic skills
- Fear of school (past failures)
- Inadequate economic resources
- Varied academic aptitudes
- Culturally uninformed
- Different values, goals, attitudes
- Inexperienced with academic goals or goal setting
- Conflicting verbal and nonverbal communication
- Feeling of helplessness
- Varying levels of intelligence and experience

(Berdeaux, 1984)

Many of these characteristics are found repeatedly in literature and material dealing with the older adult population. Many negative aspects of these characteristics can be overcome with outside help.

Barriers to Learning (from *Developing Successful Adult Basic Education Programs for Older Adults*, Box 1009, Randolph Community College, Asheboro, NC 27204: A Section 310 Adult Education Project).

When educating the older adult there are barriers that may produce problems for the learning process. Along with barriers that prevent the process of learning, there are also barriers that keep the older adult from wanting or trying to learn.

Possible Barriers to participation include:

- Embarrassment
- Fear and insecurities from past failures
- Lack of understanding of the need to learn
- Transportation
- Lack of mobility, physical handicaps
- Lack of information about classes available

(Jacobs, 1986)

Barriers can be classified in two groups: Cognitive and non-cognitive barriers.

Cognitive barriers include:

- Declining memory
- Decline in ability to perform multiple tasks
- Slowed responses
- Decline in ability to solve problems and/or sort out learning

Non-cognitive barriers include:

- Lack of interest
- Lack of education attainment
- Fears
- Lack of awareness

(Hiemstra, 1975)

To help offset or overcome these barriers, whether cognitive or non-cognitive, the following suggestions are given for the adult educator:

- First of all, gain the student's trust. Let them know you are concerned and want to work with them to help master the skills they lack.

- Work at goal-oriented learning. The student will learn better if the goal is one the student wants to fulfill, not the teacher's goal.
- Adapt teaching styles to fit the individual student.
- Try to keep motivation high. Learning may seem slow for the older adult. If he/she has experienced past failures, age may tend to hasten a decline in motivation.
- Meet the student's needs. Find out what the learner needs to know to cope with life at home or work.
- Also, keep in mind the student's health needs. These needs can present barriers that inhibit learning.
- Take advantage of other older adults in the class or group and rely on peer support. This can help keep motivation high.
- The use of appropriate teaching material is very important when educating the older adult. When possible, select material with the individual's goal or goals in mind. Keep the material relevant to these goals. Make sure the student can see progress in his or her learning.

Material with large print is a valuable aid for some older adults. Many older adults have declining visual acuity and any extra help in reading their learning material will make them feel more capable of learning. The availability of material with larger print geared to the needs and interests of older adults in basic education programs is very limited. Magnifying sheets may help alleviate this problem. These may be purchased at most office supply stores.

Contact older adult agencies and support groups to spread the word about basic education classes. Most older adult centers sponsor congregate meal sites which are excellent locations to gather for classes. **Newspaper and radio advertisements** may also be effective ways to inform older adults about existing programs.

The older adult not only has barriers classified as cognitive or noncognitive, but **also has age-affecting barriers** that can prevent learning from taking place. Age-related factors or barriers discussed by Knox include the following: **attention, speed, memory, practice and pace.**

Attention for the older adult can be a problem. When new tasks are taught, especially those that are unfamiliar or complex, confusion follows for the learner. The older adult will try to fit new information with older experiences for information and will become confused, therefore losing the new information. They may even completely withdraw from the learning situation to "save" embarrassment.

Communication With The Elderly (from *Project Senior*, NOWCAP, Adult Education-Lifelong Learning, 415 Springview, Thermopolis, Wyoming: An Adult Education Special Project).

I. NONVERBAL

EYE CONTACT

Good eye contact communicates interest and desire to understand.
Good eye contact is spontaneous.

FACIAL EXPRESSIONS

Facial Expressions convey our emotions to others.
A variety of facial expressions serve different purposes.
Good facial expression includes matching the other person's mood or feeling with your own expression.

POSTURE

Indicates interest.
Relaxed manner best.

GESTURES

Help to get messages across.
Variety of gestures serve different purposes.

TOUCH

Indicates care.
Can tell emotional or physiological state of person.

VOICE QUALITY

Shows interest.
Can indicate a patronizing or a respectful attitude.

II VERBAL

CONTENT RESPONSES

"Mirroring"

Active Listening

Repeating what person said.

Paraphrasing

Concise repetition of content in own words.

More natural than mirroring.

AFFECTIVE RESPONSES

Reflects feelings of older person.

Helps person identify their own feelings.

OPEN-ENDED QUESTIONS

Cannot be answered with "Yes" or "No."

May begin with "What", "How", "Why", or "Where".

To elicit feelings, not inhibit them.

Interview Principles (from *Project Senior*, NOWCAP, Adult Education-Lifelong Learning, 415 Springview, Thermopolis, Wyoming: An Adult Education Special Project).

- Observe how the client looks, acts, feels.
- Listen to what is being said and what is *not* being said.
- Have an accepting and non-judgmental attitude.
- Question for specific information, but do not overdo it.
- Utilize qualities of leadership in the interview, but in a purposeful way.
- The exchange should have a give and take quality.
- Respect the older person's feeling of privacy, confidentiality, and comfort.
- The timing of what is said or done for the client is of the utmost importance.
- Reaching out-- it is important to engage those older persons who cannot express or accept their need for help, those who are too depressed and feel hopeless, and those who do not know the available sources of help:
 - Be visible.
 - Be flexible.
 - Be creative in your approach.
 - Express conviction about what you have to offer.
 - Show encouragement.
 - Stimulate individual's own interests.
- Do not discuss individual's sensitive topics, for example-- religion, sex, politics, and sometimes money.
- Be persistent with your client. Visit again, even if the person has shown no interest. It takes time for trust to develop and acceptance of help is based on trust of the one giving help.

Interview Techniques (from *Project Senior*, NOWCAP, Adult Education-Lifelong Learning, 415 Springview, Thermopolis, Wyoming: An Adult Education Special Project).

- Use open-ended questions instead of comments and suggestions which require only "yes-no" answers.
- Make use of interpretation: "Do you mean.....?"
- Repeat a key word with a questioning look.
- Listen to and rephrase what the client has said.
- Make use of silence as an aid to interviewing.
- Focus the direction and discussion of the interview.
- Make use of the technique of partializing. This means that the problem must be broken down into manageable stages or time sequences. The whole experience does not have to be faced all at once. When we are facing a new situation, we react totally to it. Yet, we know that in order to feel in control, we must tackle one part of it at a time.
- Listening--What are their priorities, problems? Effective listening must be an active process. To make certain that you understand what the speaker is saying, you as the listener must interact with him. One way to do this is to paraphrase or summarize for the speaker what you think he has said.
- At the end of the interview, summarize what has been said and go over the next steps for you and the client.

OPTIMIZING LEARNING IN THE ELDERLY

The benefits of learning for elders are numerous. They include sustained mental alertness, increased self esteem, practice in risk-taking, opportunities for healthy reminiscing, development of new or reinforcement of existing social roles, positive interpersonal relationships, and improved health.

Whether or not elders benefit from the advantages of new learning is to a degree dependent upon the attitude, thoroughness, and expertise with which the educator:

- ◇ **ASSESESSES** the factors within the elder which affect his/her ability to learn.
- ◇ **DIAGNOSES** external barriers interfering with the elder's ability to benefit from the new learning.
- ◇ **PLANS** modifications in the learning conditions to help elders in compensating for any learning deficits which are present.
- ◇ **IMPLEMENTS** new learning appropriate to the elder's interests, values, motivations, needs and cognitive level.
- ◇ **EVALUATES** the outcomes of the new learning in terms of the objectives jointly established between the elder and the educator.

(Source: Optimizing Learning in the Elderly: A Model. By Sharon Kay Ostwald, Assistant Professor, School of Public Health; and Howard Y. Williams, Professor of Adult Education: University of Minnesota.)

***VOLUNTEERISM AND LITERACY:
COMMUNITY PARTNERSHIPS***

III

Community partnerships promoting literacy for seniors can be formed in a variety of ways depending upon the individual dynamics of each community. The potential partners for your local literacy project can include senior service provider agencies, volunteer agencies, businesses, churches, libraries, schools, etc. The list of possible alliances is endless.

The following eight steps can help in planning, developing, and maintaining successful literacy partnerships within your community (taken from *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC):

- Step 1: Identify Needs and Problems.**
- Step 2: Develop Goals.**
- Step 3: Assess Your Organization's Readiness for Partnerships.**
- Step 4: Select Program Options.**
- Step 5: Plan Your Approach.**
- Step 6: Approach Your Partners.**
- Step 7: Implement the Partnership.**
- Step 8: Maintain Successful Programs.**

SELLING POINTS for Marketing Your Volunteer Partnership (taken from *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC):

- ☒ Emphasize the human factor. Have some stories to tell about your work and the older students you have worked with.
- ☒ Use any photos or videotapes of literacy activities for promotional purposes.
- ☒ Suggest incentives and rewards for promoting literacy programs.

POSSIBLE GOALS of a Volunteer Partnership (taken from *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC):

- √ To expand existing services (such as literacy outreach services) without increasing staff.
- √ To fill gaps in the existing service network.
- √ To build links and networking opportunities with the private and/or business sector.
- √ To increase private and/or business awareness of literacy issues for older adults.
- √ To provide technical assistance to agency staff.
- √ To expand the base and expertise of community volunteers.
- √ To provide meaningful roles for retirees.
- √ To educate employed volunteers on the needs and concerns of older adults.
- √ To expand the base of community coalitions to include non-traditional partners.
- √ To expand the base of advocacy allies in the community.

APPROACHING YOUR PARTNERS

You may want to begin by approaching organizations with whom your organization has already established relationships. If no previous relationship exists with a potential partner, you may wish to first make contact by a letter outlining your objective and informing them that you will be calling in the near future.

In making your request, highlight the benefits to the potential partner, to older persons, the community, and your organization. Be specific and direct and identify possible other partners.

In addition, you may also wish to develop a broader marketing strategy to create interest in your program's activities among different members of the community. You might consider the following :

- Press releases and other media contact.
- Public Service Announcements. (See purple flyer sent with this booklet for ordering information regarding *Leaders of Readers* public service announcements.)
- Advertising in local newspapers.
- Requesting an interview or submitting an article for the newspapers.
- Attending civic functions.
- Joining Chambers of Commerce.
- Distributing flyers about volunteer opportunities with your organization.
- Encouraging your partners to publicize their involvement with your project.

(Taken from *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC.)

TIPS for Ensuring a Successful Volunteer Partnership (taken from *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC):

- ◆ Prepare a simple "job description" of all tasks volunteers can expect to perform.
- ◆ Provide information on how volunteers can contact your agency.
- ◆ Provide complete information regarding time and place, directions, and any other materials needed.
- ◆ Identify any out-of-pocket costs.
- ◆ Have everything ready for the volunteers as soon as they arrive.
- ◆ Leadership of the project is critical.
- ◆ Follow-up as soon as possible to get feedback and evaluation (a survey or questionnaire).
- ◆ If it is a group activity at a site like a senior center or nursing home, give the particulars to a contact who is responsible for supervision of that site.

LINKING WITH EXISTING VOLUNTEER AGENCIES

A variety of volunteer agencies are located in most communities and can play a vital role in forming effective literacy partnerships. Organizations such as ACTION already have established programs that can offer assistance in targeting special groups such as senior citizens and literacy volunteers.

ACTION PROGRAMS

ACTION, the federal domestic volunteer agency established in 1971, supports the development of creative solutions to the challenges of illiteracy and aging, among other important issues. In over 2,000 projects nationwide, ACTION's 500,000 volunteers can be found wherever the needs are greatest, performing a wide variety of services. The programs of ACTION include:

- ◆ VISTA (Volunteers in Service to America)
- ◆ The Student Community Service Program (SCS)
- ◆ RSVP (Retired Senior Volunteer Program)
- ◆ The Foster Grandparent Program (FGP)
- ◆ The Senior Companion Program (SCP)

For further information, contact:

(Regional office)

ACTION

101 Marietta Street, N.W.

Suite 1003

Atlanta, GA 30323-2301

(404)331-2860

(Florida contact)

Henry Jibaja

ACTION

3165 McCrory Place, Suite 115

Orlando, FL 32803

(407)648-6117

	Program Purpose	Volunteer Eligibility	Type & Length of Volunteer Service	Resources From ACTION
FGP	provide opportunities for older persons to serve special needs children	low-income individuals 60 years and older	part-time, 20 hours per week, stipended and non-stipended volunteers	grant for project operation, technical assistance
RSVP	provide opportunities for retired persons to meet community needs	retired persons 60 and older	part-time, several hours per week	grant for project development and operation, technical assistance
SCP	provide opportunities for older persons to serve frail elderly	low-income individuals 60 years and older	part-time, 20 hours per week, stipended and non-stipended volunteers	grants for project operation, technical assistance
VISTA	help eliminate and alleviate poverty	persons over 18 with skills to address specific problems	full-time, 1 year	living allowance, stipend at end of service, student loan deferment
SCS	promote student volunteerism and enhance student learning	high school and college students	part-time, several hours per week	technical assistance information and grants to project sponsors
Drug Alliance	support community-based drug abuse prevention efforts	community volunteers of all ages	varies	grants and technical assistance

VISTA Volunteers Work in Literacy Programs

Recent studies indicate that some 27 million – or one in five adults in this country – can barely read. And that number is soaring by about 2.3 million each year. Throughout the country, VISTA Volunteers are addressing the problem of illiteracy. They recruit and train tutors, perform outreach services, identify people needing assistance, develop programs that teach refugees to read and write, and organize or expand community-based literacy programs.

VISTA literacy volunteers also plan, coordinate and supervise public awareness activities to increase community support for literacy and other adult learning programs.

In South County, California, a VISTA volunteer helps the county library make its reading program a permanent resource where adults can learn to read and write. Using her skills as a grant-writer and fund raiser, the VISTA volunteer has secured wide support for the reading program, which included convincing two cities to share their Community Development Block Grant funds with the program. As a result, the reading program is established on a long-term basis to provide literacy services for years to come.

In Mississippi, ten VISTA Volunteers are building programs in three counties with high illiteracy rates. Serving under the sponsorship of the State agency, the volunteers build model tutor intervention programs, recruiting students and literacy tutors, promoting awareness of the programs, developing resources to sustain them and serving as work place literacy coordinators. With 70 community volunteers already recruited as tutors, the growing programs are helping hundreds of citizens acquire basic literacy skills and new opportunities for personal development.

Becoming a VISTA Sponsor

THE PROGRAM

Volunteers in Service to America (VISTA) is a full-time, year-long volunteer program for men and women 18 years of age and older from all backgrounds, who commit themselves to increasing the capability of low-income people to improve the conditions of their own lives.

SPONSOR ELIGIBILITY

Sponsoring organizations to which VISTA Volunteers are assigned must be federal, state or local agencies or private, non-profit organizations that deal with the problems of low-income communities in the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands.

SPONSOR REQUIREMENTS

Each sponsor must plan the project to which VISTA Volunteers are to be assigned and ensure: (a) active participation of the low-income community in developing, planning and implementing the project; (b) mobilization of community resources; and (c) the eventual phase-out of VISTA Volunteers and the performance of Volunteers' functions by local citizens.

PROJECT APPLICATION

The VISTA Project Application is the principal document prepared by prospective sponsors to obtain VISTA Volunteers. It includes background information on the sponsor, identifies the problem(s) of poverty to be addressed, defines the Volunteers' activities, and outlines the project's management plan. The VISTA Project Application and technical assistance on how to complete it, can be obtained from the local ACTION State Office.

ADULT LEARNING & LITERACY

CLEARINGHOUSE

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FACT SHEET #5 VOLUNTEERISM

Providers of adult education across the nation offer many opportunities to volunteers in adult literacy programs. Currently, over 91,357 literacy volunteers are serving in the Department of Education's Federally-funded State-administered adult education program (as amended by the National Literacy Act of 1991, P.L. 102-73). Volunteers play important roles in the delivery of adult education and literacy. They not only serve as tutors but also provide child care, transportation, counseling, outreach and recruitment services, and clerical help.

FEDERAL VOLUNTEER EFFORTS

Under the Federally-funded State administered adult education program authorized by the Adult Education Act, as amended by the National Literacy Act of 1991, each State reports the use of volunteers.

- o Of the 91,357 active volunteers, 52 percent serve primarily as tutors on a one-to-one basis and in small group settings in basic literacy and English as a second language classes. The remainder, 48 percent, serve in supportive roles.

ACTION, the national Federal volunteer agency's VISTA Literacy Corps, supplements ongoing literacy projects within the VISTA program through the development of new projects and the recruitment of additional volunteers. For FY 1991, the appropriation for this program is \$4.6 million.

The Office of Educational Research and Improvement's Library Literacy Programs provide grants to State and local public libraries for the support of literacy programs. Grant funds are used to coordinate and plan library literacy programs, and arrange training of librarians and volunteers to carry out such programs for adults. These funds also support the use of facilities for dissemination and acquiring literacy materials designed to improve the literacy levels of illiterate and functionally illiterate adults. For 1991, \$8.3 millions have been appropriated for this program.

NATIONAL LITERACY EFFORTS

National organizations that promote adult literacy through the use of volunteers and available resources include the following:

- o Laubach Literacy Action (LLA) currently uses an estimated 88,000 trained volunteer tutors to provide basic literacy and English as a second language instruction to some 98,000 students on a one-to-one basis in 45 States.

For more information contact: Laubach Literacy Action (LLA) 1320 Jamesville Ave., Box 131, Syracuse, New York 13210 (315) 422-9121.

- o Literacy Volunteers of America (LVA) serves over 49,000 adult students via approximately 47,000 trained volunteer tutors in providing basic literacy and English as a second language instruction in 41 States.

For more information contact: Literacy Volunteers of America (LVA), 5795 Widewaters Parkway, Syracuse, New York 13214-1846 (315) 445-8000.

- o The Volunteer Center for the Points of Light Foundation is a private, nonprofit organization created in 1979 and reorganized in 1991 to include the Points of Light Activities. Its purpose is to strengthen the effective involvement of all citizens as volunteers in solving local problems. The wide range of technical assistance and support services offered by The Center include a national conference, a variety of publications on citizen involvement, a quarterly magazine for volunteer administrators, consulting and training services, as well as sponsorship of demonstration projects and national volunteer advocacy and public awareness.

For more information contact: The Volunteer Center for the Points of Light Foundation, 1111 North 19th Street, Suite 500, Arlington, VA 22209 (703) 276-0542.

ANNUAL POINTS OF LIGHT AWARDS

The President's Points of Light Foundation is accepting nomination for the Points of Light Awards. One of the award categories is "Excellent Schools and a Culture that Fosters Lifelong Learning" - in line with the goals and activities of many AMERICA 2000 communities. Nominated activities should be of at least eighteen months duration, with particular emphasis placed on the past year - for example: adopt-a-school programs, intergenerational literacy programs, ESL training, and library development. To receive additional information contact The Volunteer Center for the Points of Light Foundation at the address above.

FOR FURTHER INFORMATION CONTACT:

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MOSAIC

Research Notes on Literacy



Institute
for the Study
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Focus on Family Literacy

By now, most of us in the literacy field are familiar with the impetus behind family literacy. The literacy levels of children are strongly linked to those of their parents; of all variables influencing children's academic achievement, their mother's level of education is the most closely related. Children who have not developed some basic literacy practices by the time they enter school are more likely to drop out in later years. Parents who were drop-outs are more likely to have children who also drop out. (See pg. 7, Sticht & McDonald.) This issue examines the many ways practitioners and researchers are addressing the literacy needs of both parents and their children.

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The Library Role in Family Literacy

by Debra Wilcox Johnson
School of Library and Information Studies, University of Wisconsin—Madison

A recent national survey shows a significant role for public libraries in family literacy efforts. This involvement is typified by programming for both parents and children, special collections, cooperation with other agencies, and participation of both adult and children's services staff.

While there has been increasing coverage of family literacy programs in adult education professional literature, the focus of this coverage is on program development. The research literature describes the nature of programs, primarily through case studies. Nickse (1990) has reviewed the role of various providers, including libraries, in the family literacy arena and notes a need for further research on these programs.

The literature on library involvement also focuses on descriptions of selected programs, especially in states with library-based family literacy initiatives. What is lacking is a systematic look at the extent and range of library involvement in family literacy.

The U.S. Department of Education, Library Programs, funded a 1992 national study of family literacy programs in public libraries. The study was guided by four research questions:

1. To what extent are U.S. public libraries involved in family literacy services?
2. What are the characteristics of these family literacy efforts?
3. What environmental and organizational variables are associated with library involvement in family literacy services?
4. Do these characteristics cluster together into distinct models of family literacy services?

This article will focus only on key findings from the first three questions; analysis continues for the fourth question.

The study collected data using a written questionnaire mailed to 1,165 public libraries. The random sample was stratified by size of service population. A return rate of 79.7% (n = 929) was achieved after three mailings. The data were collected during the fall of 1992.

The definition of family literacy used in this study was:

*Family literacy programs are defined as activities that reach **adult new readers** or low-level readers who are parents, other relatives, or caregivers to children. These efforts focus on the adults with reading difficulties and their children to foster good reading habits for each person and to promote the importance of reading as a family activity.*

Nature of Involvement

Involvement in family literacy was measured in three ways. First, libraries were divided into two groups: those with no or limited involvement and those having greater involvement. Second, a composite measure of involvement was calculated for each library from a list of 20 activities. Third, a frequency for each family literacy activity was calculated.

Extensive involvement in family literacy was self-reported by 30% (or 279) of the libraries. This involvement was likely to represent a formal program, rather than just individual activities.

When using the calculated "score" for measuring involvement, the highest

(continued on pg. 6)

PENNSTATE



College of Education

Building Community Collaborations for Family Literacy: Strategies for Success

by Ruth S. Nickse, Nickse Associates, and Shelley Quezada, Massachusetts Board of Library Commissioners

As family and intergenerational literacy practice expands, the importance of collaborations in the design and administration of programs has become apparent. Yet we in education and social services delivery know very little about the process of initiating and developing collaborations. But because of their importance to family literacy practice, we need to examine closely how collaborations work in order to facilitate their healthy growth and use.

An example case study of the collaborative process is the Community Collaborations for Family Literacy (CCFL) project. The Massachusetts Board of Library Commissioners received federal funds in 1989-90 under the Library Services and Construction Act (LSCA), Title VI to implement a statewide planning process for family literacy. The project targeted six diverse geographic communities in the state (urban, suburban, and rural) as participants. Its mission was to initiate and implement voluntary collaborations that would plan local family literacy projects during 1990-91. (No particular model or type of family literacy program was specified.)

If the collaborations were successful in jointly preparing a promising "pre-proposal" application, they were invited to apply for seed grants during 1992-93 to begin their individual projects. Each local library coordinated a team of representatives from adult basic education, Chapter I programs, and family support services. Local teams had little or no prior experience in collaborative planning for community services delivery. The six teams (which varied in size and composition) held a series of planning meetings during a nine-month period. Technical assistance was provided by the authors through (1) information sharing and accessing knowledge, including information on collaborations and their organizations; (2) participation in a special, invitational statewide family literacy conference; (3) site visits by staff members to each community; (4) provision of a collection of new books, articles, and research materials on family literacy for the libraries; and (5) provision of ongoing

technical assistance either through personal contact or outreach.

Methods of data collection included site visits; a review of site notebooks, which documented the process of each collaboration as it formed; evaluations of conferences and workshops; and in-depth interviews with participants about their experiences. The project outcomes included the establishment of local collaboratives in six communities—five jointly wrote and submitted pre-proposal applications to the lead agency; of these, three were funded to begin collaborative family literacy projects.

Results

Kagan (1991) speaks of two goals in collaborations: (1) to produce direct services and (2) to foster or create systems changes. The order of these goals is important. The intent of the CCFL project was firstly to reverse the order of the two goals, i.e., to create systems changes, and secondly to produce new direct services. By these measures, CCFL was a success. There were systems changes in the behaviors, attitudes, and climate for sharing and in preparations made to run joint projects. According to the data collected, community teams accomplished the following:

- developed new tools for inter-agency planning;
- promoted better ways to serve the same target population effectively;
- reduced isolation in agencies;
- developed a local network of service providers;
- provided new materials and resources in communities through the libraries;
- confirmed the importance of libraries as a traditional support for family literacy;
- developed new outreach strategies to attract different target populations;
- shared information that aided problem solving and goal setting for educationally disadvantaged families;
- encouraged state policy makers to make a public commitment to family literacy; and
- prepared five pre-proposals for future family literacy projects.

Barriers

While many insights into the processes of successful collaborations were identified, barriers to collaboration and the planning process were often confronted by participants. They included:

- lack of sufficient authority on the part of a few team members to commit their agencies to the final project development;
- fluctuations in the compositions of the teams which created an inability to focus and complete the mission;
- lack of representation on the teams by key agencies;
- time constraints which impinged on the members who still had to do their "real jobs";
- turf issues which could not be solved;
- lack of resources for administration of the collaboration, which included such simple things as photocopying and mailing;
- "force majeure"—state and local budget cuts which forced agencies to fight for survival;
- obstacles in agencies involving facilitating activities.

Conclusions

Those interested in family education for literacy development can learn much by closer examination of these new partnerships. Many of the new skills needed to initiate and maintain collaborations can be learned through good staff training. Such training might include the skills of joint planning, negotiation, conflict resolution, and collaborative learning. In the experience of the authors (and with substantiation from research), the success of collaborations is paramount to the success of family literacy programs. ■

References

Kagan, S. (1991). *United we stand*. New York: Teachers College Press.

This article was excerpted from a book chapter, *Collaborations: Keys to success in family literacy programs* in D. Dickinson (Ed.), *Bridges to literacy: Approaches to supporting child and family literacy*, to be published this year by Blackwell Press.

CHURCHES AS LITERACY PARTNERS

Churches can also play a vital role in local literacy initiatives as they often play an important part in the lives of many older persons. In our survey of 200 literacy projects in Florida, the Bible was selected as the second most popular topic that would most interest 60+ students in a literacy program.

The Florida Department of Education has developed a literacy campaign kit for use with churches in Florida called *One Church, One Tutor: Religious Organizations Linking with Literacy Providers*. For further information on this program, contact:

The Bureau of Adult & Community Education
1244 Florida Education Center
325 W. Gaines Street
Tallahassee, FL 32399
(904)488-8201

In addition, the Women of the Evangelical Lutheran Church in America has developed literacy outreach materials in partnership with other religious organizations and has a variety of communication materials available (**see brochures enclosed**). For more information, contact:

Faith Fretheim
Working Group on Literacy & Basic Education
c/o Women of the ELCA
8765 West Higgins Road
Chicago, IL 60631
1-800-638-3522 (ext. 2736)

RESOURCES

IV

INTRODUCTION

The Federally-funded State-administered adult education program authorized under the Adult Education Act, Public Law 100-297 as amended by the National Literacy Act of 1991, offers out-of-school adults 16 years of age and older the opportunity to acquire basic literacy skills and to learn English as a second language. The program also seeks to expand educational opportunities to the aging population. Of the approximately 3.7 million adults served annually, over 185,000 are in the 60-plus age group. The **Directory of Resources for Older persons** was developed to foster a closer collaboration among various networks that serve the Nation's elderly.

The Directory describes 32 National and 6 Federal agencies and organizations which deal with the special needs and interests of older persons. The various organizations provide services in areas of interest to the older adults such as literacy, education, legal rights advocacy, housing, health, retirement, personal enrichment, nutrition, transportation, volunteerism, and arts and crafts.

For each organization listed the following information is provided: organization's name, address, and telephone number, and a short description of the program or service. This information should be particularly useful to those seeking assistance for the elderly.

The Directory was compiled and updated by Mary W. Seibles, Education Program Specialist for the Division of Adult Education and Literacy. For additional copies contact:

Clearinghouse on Adult Education and Literacy
U.S. Department of Education/OVAE
Division of Adult Education and Literacy
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, SW
Washington, D.C. 20202-7240
(202) 205-9233

March 1993-Update

DIRECTORY OF RESOURCES FOR OLDER PERSONS

NATIONAL ORGANIZATIONS

**AMERICAN ASSOCIATION OF ADULT AND
CONTINUING EDUCATION (AAACE)**
2101 Wilson Building
Arlington, VA 22201

(703) 522-2234

AAACE is a National professional organization for adult educators. Categories of membership are available to full time professionals and to part time teachers. The Association publishes 3 newsletters and journals yearly and does legislative work for the field. An annual conference of over 2,500 people is sponsored by the Association. For further information, write requests to the attention of Membership Director.

**AMERICAN ASSOCIATION OF HOMES FOR THE
AGING**

(202) 783-2242

901 E Street, N.W.
Suite 500
Washington, D.C. 20004

Its purpose is to provide a means of identifying and solving problems of mutual concern in order to protect and advance the interest of the residents served. Publishes a consumers' guidebook on continuing care homes. \$4.00, no postage or handling cost.

**AMERICAN ASSOCIATION OF RETIRED PERSONS/
RETIRED TEACHERS ASSOCIATION**
601 E Street, N.W.
Washington, D.C. 20049

(202) 434-2277

For persons 50 years and older, retired or not. The purpose is to improve every aspect of living for older people and sponsor various community service programs. Many free publications are available dealing with a wide variety of subjects related to elderly consumers. Bi-monthly magazine **Modern Maturity** for members. Call to request a Membership Form.

AMERICAN COLLEGE OF SURGEONS
55 E. Erie Street
Chicago, IL 60611

(312) 664-4050

A professional association dedicated to improving the quality of care for surgical patients. Publishes a series of pamphlets for patients facing surgery. Copies are \$.30 each.

AMERICAN GERIATRICS SOCIETY

(212) 308-1414

770 Lexington Avenue
Suite 300
New York, NY 10021

Professional association of physicians interested in the elderly. Aims to promote the study of geriatrics. Publishes a journal and monthly newsletter.

**CITIZENS FOR BETTER CARE IN NURSING
HOMES, HOMES FOR THE AGED AND OTHER
AFTER-CARE FACILITIES**

(313) 962-5968

(800) 833-4548

2111 Woodward Avenue
Suite 610
Detroit, MI 48201

An advocacy organization to improve the quality of long-term care, services and facilities for older persons.

**CENTER FOR THE STUDY OF AGING AND HUMAN
DEVELOPMENT**

(919) 684-2248

Duke University
Medical Center
P.O. Box 3003
Durham, NC 27710

Provides a variety of services relating to geriatrics. The Research Center is concerned with geriatric and assessment procedures. The Training Center for geriatric provides a variety of services relating to older persons. Publishes resources on the aging population. Call to request publications list.

**CLEARINGHOUSE ON EMPLOYMENT FOR
COORDINATION COUNCIL FOR SENIOR
CITIZENS**

(919) 682-8104

c/o Senior Citizen's Memorial Center
519 E. Main Street
Durham, NC 27701

Publishes "Senior Citizens Post." The Council is an umbrella organization for Durham County and provides a variety of programs and services for older persons. A "Senior Citizens Post" is published and mailed to members only. Membership is \$2.00.

COUNCIL OF BETTER BUSINESS BUREAUS
4200 Wilson Boulevard
Suite 800
Arlington, D.C. 22203

(703) 276-0100

Purpose is to become a national voice for business in the consumer field, strengthen consumer education programs, and settle consumer complaints through arbitration and other means. **Publishes Consumer Problems for the Elderly**; materials on other consumer topics. \$1.00 each, with regular self-addressed, stamped envelope.

ELDER CRAFTSMEN, INC.
Training Division
851 Lexington Avenue
New York, NY 10021

(212) 861-3777

A nonprofit organization which provides training to older adults in a variety of crafts. Publishes bi-yearly brochures which list Teacher Training Workshops. Participants for training must be associated with Senior citizens groups.

FEDERAL RESERVE SYSTEM
Division of Consumer and Community
Affairs
20th and C Street, N.W.
Martin Building - Stop 198
Washington, D.C. 20551

(202) 452-2631

The Division enforces banking-related acts. Also handles complaints and performs investigative services. Free pamphlets are available on Equal Credit Opportunity and Age.

GERONTOLOGICAL SOCIETY
1275 K Street, N.W.
Suite 350
Washington, D.C. 20005-4006

(202) 842-1275

A nonprofit organization with 7,200 members of leading gerontological researchers, educators and practitioners in biological medicine, behavior, social science and the humanities. Publishes **Gerontologist**; **Gerontology Journal**. \$20.00 membership fee.

GIANT FOOD

P.O. Box 1804
Washington, D.C. 20013
Attn: Consumer Affairs Office

Provides basic information for consumers about shopping and preparing foods. Publishes a booklet titled "Eatful Health Guide." Available at local stores or written requests.

GRAY PANTHERS

2025 Pennsylvania Avenue, N.W.
Suite 821
Washington, D.C. 20006

(202) 466-3132

FAX 466-3133

Consciousness-raising activist group of older adults. Conducts research on aging and related issues. Maintains a referral service. Publishes a bi-monthly newspaper, organizing manual, and books. \$20.00 membership fee.

INSTITUTE FOR RETIRED PROFESSIONAL

(212) 229-5600

601 E Street, N.W.
Washington, D.C. 20049

A 46-country nonprofit organization to serve as an advocacy group for the elderly at the international level. Its role is to stimulate the exchange of information about aging among nations. Publishes a bi-yearly, 40-50 page Journal on International Aging issues. Available only to subscribers. Address requests to Publication Department for listing and prices. \$12.00 annually for retirees.

INSTITUTE OF LIFETIME LEARNING

(202) 434-2277

PROGRAM DEVELOPMENT

**AMERICAN ASSOCIATION OF RETIRED
PERSONS (AARP)**

601 E Street, N.W.
Washington, D.C. 20049

The Institute is committed to reducing illiteracy in America as well as to promote learning opportunities for all older persons. Its Clearinghouse on education for older learners creates model curriculum on wide range of subject areas, and offers information on the use of technology in education for older persons. Publishes a resources directory "Making America Literate." Free of charge.

NATIONAL ALLIANCE OF SENIOR CITIZENS
2525 Wilson Boulevard
Arlington, VA 22201

(703) 528-4380

Acts as an advocacy group to promote the advancement of senior Americans through sound fiscal policy and belief in the American system of individuality and personal freedom. Represents the views of senior Americans before Congress and State legislatures. Maintains a library, publishes a monthly magazine, and senior services manual. Available to associate members at \$5.00 annually and at \$10.00 for regular members.

**NATIONAL ASSOCIATION OF AREA AGENCIES
ON AGING**
1112 16 Street, N.W.
Suite 100
Washington, D.C. 20036

(202) 296-8130

The organization promotes activities to achieve a reasonable and realistic national policy on aging; assists the coordinating process among State and local units on aging, and disseminates information. (Note: The Older Americans Act requires that each State have a State Office on aging as well as area agencies throughout the State. These offices coordinate services and programs for the aging and serve as information centers.) Write or call for additional information.

**NATIONAL ASSOCIATION OF RETIRED FEDERAL
EMPLOYEES**
1533 New Hampshire Avenue, N.W.
Washington, D.C. 20036

(202) 234-0832

A private non-profit organization whose members have served 5 years or more in the Federal government. Publishes a monthly magazine "Retirement Life," available through subscription at \$12.00 annually.

**NATIONAL ASSOCIATION OF STATE UNITS
ON AGING (NASUA)**
1225 I Street, N.W.
Suite 725
Washington, D.C. 20005

(202) 898-2578

A private, non-profit organization whose members include Area Agencies on Aging, Title VI Grantees, service provider organizations, Network on Aging Advisory Council members and many others with a commitment to meeting the needs of older Americans. Publishes various types of publications on aging in areas such as housing for the elderly, elderly abuse, and health.

**NATIONAL CLEARINGHOUSE FOR DRUG ABUSE
INFORMATION**

(301) 443-6500

P.O. Box 2345
Rockville, Maryland 20852

Publications available for the elderly on drug related topics.
Requests must be written.

NATIONAL COUNCIL ON THE AGING, INC.

(202) 479-1200

409 3rd Street, S.W.
2nd Floor
Washington, D.C. 20024

Works with and through other organizations to develop concern for older people, as well as methods and resources for meeting their needs. Provides a national information and consultation service. Conducts research, produces numerous books, brochures, and pamphlets on the following subjects: Family Relationships, Literacy Education, Industry and the Aging Population, Programming for the Elderly, Housing, Community Services, Transportation, and Consumer Concerns.

NATIONAL COUNCIL OF SENIOR CITIZENS

(202) 347-8800

1331 F Street, NW
5th Floor
Washington, D.C. 20004

NCSC has built a reputation on Capital Hill as a strong advocate for the elderly. Membership includes many benefits through various program NCSC conducts and supports: housing programs, a senior AIDES program, a nursing home information service and a department of consumer affairs. Publishes **Retirement Newsletter**, a monthly, 4-page bulletin and **Senior citizens news**, NCSC's official newspaper.

**NATIONAL CRIMINAL JUSTICE REFERENCE
SERVICE**

(301) 251-5500

P.O. Box 6000
Rockville, MD 20850

A reference service which maintains coverage of all aspects of law enforcement and criminal justice, including crime and the elderly. Publishes a free bi-monthly newsletter.

NATIONAL INSTITUTE ON AGING
9000 Rockville Pike
Building 31, Room 5C27
Bethesda, MD 20892

(301) 496-1752

Conducts and supports biomedical, social, and behavioral research and training related to the aging process and special problems and needs of the elderly. NIA publishes brochures and fact sheets which are free of charge.

NATIONAL SENIOR CITIZEN'S LAW CENTER
1815 H Street, N.W.
Suite 700
Washington, D.C. 20006

(202) 887-5280

A legal services center which specializes in the needs of the elderly. Acts as an advocate on behalf of the elderly in litigation and legislation. Publishes newsletter, handbook, guides, and testimonies. Some of these publications are free. Write for publications listing.

PENSION RIGHTS CENTER
918 16th Street, N.W.
Suite 704
Washington, D.C. 20006

(202) 296-3776

Serves as a pension information Clearinghouse. Provides information on the rights of employees, retirees, and spouses under the new private pension reform law. A free publication list is available.

POPULATION REFERENCE BUREAU, INC.
1875 Connecticut Avenue, N.W.
Suite 520
Washington, D.C. 20009

(202) 483-1100

Publishes statistics on the aging population. Serves as a publication office and library which also provides statistics on the aging population. A free publication list is available.

FEDERAL AGENCIES

ACTION

(202) 606-5135

Publication Office
1100 Vermont Avenue, N.W.
Washington, D.V. 20525

The nation's volunteer service agency administers and coordinates domestic and international volunteer programs sponsored by the Federal government: VISTA, Retired Senior Volunteer Program, Foster Grandparents, and Senior Companion. These programs are listed as follows in alphabetical order.

Foster Grandparent Program

(202) 606-4849

1100 Vermont Avenue, N.W.
Washington, D.C. 20525

A program to provide volunteer services on a one-to-one basis for physically, emotionally, and mentally handicapped children in institutions and in private meetings. A volunteer is brought together with an eligible child five days a week for 4 hours a day.

Retired Senior Volunteer Program (RSVP)

(202) 606-4853

1100 Vermont Avenue, N.W.
Washington, D.C. 20525

A program for adults over 60 years of age to serve in agencies, organizations and institutions designated as volunteer stations, i.e. courts, schools, libraries, day care centers, hospital, and other community service.

Senior Companion Program

(202) 606-4855

1100 Vermont Avenue, N.W.
Washington, D.C. 20525

This program provides opportunities for low-income men and women age 60 and over to serve adults with special needs, especially the elderly, in their own homes, or in other institutions.

**SCORE (SERVICE CORPS OF RETIRED
EXECUTIVES)**

(202) 205-6762

409 3rd Street, S.W.
Suite 5900
Washington, D.C. 20024-3212

SCORE is a volunteer program which links retired businessmen and women with management expertise with the owners or managers of small businesses and community organizations in need of management counseling. SCORE counselors work in their home communities or nearby communities and may be reimbursed, upon request, for out-of-pocket expense.

SENIOR EMPLOYMENT OPPORTUNITIES

(212) 645-4048

c/o National Council of Jewish
Women
53 West 23rd Street
New York, NY 10010

Have 200 offices across the country. Provides for a variety of programs for the aging. Publishes booklets on aging issues.

WOMEN'S INITIATIVE

(202) 434-2277

601 E Street, N.W.
Washington, D.C. 20049

This organization's mission is to help assure that the economic, health, social and cultural needs of the nation's older women are met more adequately. Its goals are to heighten public awareness of the contributions women to make informed decisions about matters affecting their lives, and to advocate and support policies and programs that improve the economic status of women.

VISTA**(202) 606-4845**

1100 Vermont Avenue, N.W.
Washington, D.C. 20525

Volunteers in Service to America (VISTA) is a national corps of men and women of all ages with particular talents and experience who work for a minimum of one year in impoverished urban and rural communities. Benefits include a monthly food and housing allowance and a monthly stipend.

U.S. DEPARTMENT OF AGRICULTURE**(301) 436-8498**

Human Nutrition Information Service
Federal Building Room 346
6505 Belcrest Road
Hyattsville, MD 20782

The Human Nutrition Information Service responds to requests from individuals on food guidelines and Nutrition. Publishes **"Food Facts for Older Adults...Information on How to Use the Dietary Guidelines"** which focuses on Nutrition topics of particular interest to older adults. Costs \$.37. Write to request a copy.

U.S. DEPARTMENT OF EDUCATION**(202) 205-9996**

Clearinghouse on Adult Education
and Literacy
400 Maryland Avenue, S.W.
Mary E. Switzer Building, Room 4428
Washington, D.C. 20202-7240

The Department of Education has a variety of programs to address the education needs of adults including the older persons. The Clearinghouse provides information on these programs. A Bibliography of Adult Education and Literacy Resources is available at no cost from the Clearinghouse.

U.S. DEPARTMENT OF ENERGY**(202) 586-5000**

Weatherization Assistance
Office of Conservation and Renewable
Energy
1000 Independence Avenue, S.W.
Washington, D.C. 20585

The Consumer Inquiries section responds to requests from individuals on energy conservation techniques, and provides financial assistance to qualified households. Publishes fact sheets and pamphlets on energy related topics.

U.S. DEPARTMENT OF LABOR
Senior Community Service Employment
Program
Division of Older Workers Programs
200 Constitution Avenue, N.W.
Room N4641
Washington, D.C. 20210

(202) 219-5904

SCSEP employs economically disadvantaged older persons in part time, community services participants work in day-care centers, schools, hospitals, facilities for the handicapped, senior citizen centers, nutrition programs, beautification, conservation, and restoration projects. Pamphlets about the program are available.

U.S. OFFICE OF CONSUMER AFFAIRS (USOCA)
1620 L Street, N.W.
Suite 700
Washington, D.C. 20036

(202) 634-4310

USOCA represents the consumer perspective in Government, works with businesses, educators, consumers and government agencies. The authorizations for USOCA are Executive Orders 11583 and 12160. The first Order directs the Office to encourage consideration of consumer interests, to monitor and coordinate Federal agency response to consumer needs including older persons. and to recommend improvements in consumer programs. The second Order directs Federal agencies to institute effective consumer programs and establishes the Consumer Affairs Council which includes policy-making. Publishes a consumer hand-book free of charge. Call to request a copy.

DIRECTORY OF LITERACY VOLUNTEER RESOURCES

ACTION

(202) 634-9445

1100 Vermont Avenue, N. W.
Washington, D. C. 20525
Attn: Jan Kenny, Director

The national Federal volunteer agency fosters and expands voluntary citizen participation by using public and private sector resources and by coordinating its efforts with other Federal agencies. ACTION supports more than 450 Retired Senior Volunteers and more than 300 VISTA volunteers serving in adult literacy programs.

(Offers funding grants for literacy volunteer activities and developments. Request funding information in writing.)

ADULT EDUCATION AND LITERACY

(202) 732-2270

U. S. Department of Education
Office of Vocational & Adult Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S. W.
Washington, D. C. 20202-7240
Attn: Joan Seamon, Director

The Division of Adult Education and Literacy within the U. S. Department of Education, administers the federally-funded, State-administered Adult Education Act, P. L. 100-297 as amended. The Division has the overall responsibility for providing a broad range of services for basic education of adults throughout the country and for promoting the development of adult education resources nationally.

(Publishes A.L.L. Points Bulletin - a newsletter for the adult literacy community reflecting contribution of both public and private sector programs. Free)

ASSAULT-ON-ILLITERACY-PROGRAM (AOIP)

(212) 967-4008

410 Central Park West
New York, New York 10025
Attn: Benjamin Wright, Executive Director

A nonprofit organization, AOIP's Board of Directors is comprised of the presidents of approximately 90 national Black organizations that have committed their memberships to work together on a long term community-building literacy project.

AOIP's target population is out-of-school Black youths 16-24 years of age with literacy needs.

(Publishes the ADVANCER, a weekly supplement distributed with Black owned community newspapers. Write to request a copy)

ASSOCIATION FOR COMMUNITY BASED EDUCATION (202) 462-6333
1805 Florida Avenue, N. W.
Washington, D. C. 20009
Attn: Christopher Zachariadis, Executive Director

The Association provides information and support to member groups which operate outside the public educational establishment. Technical assistance for community and organizational assessment is available.

(Free copies of a 50 page handbook - "Guidelines for Effective Literacy".)

ASSOCIATION FOR VOLUNTEER ADMINISTRATION (AVA) (303) 541-0238
P. O. Box 4584
Boulder, Colorado 80306
Attn: David E. Tobin, Executive Director

Established in 1960 as a professional association, AVA provides a common bond of networking, education, support and development for those in the field of volunteer administration. The association's mission is to shape the future of volunteerism, nationally and internationally, by strengthening and promoting the profession of volunteer management.

(Offers publications, periodicals, and conferences. Send for free brochures and listing of publications.)

BUSINESS COUNCIL FOR EFFECTIVE LITERACY (BCEL) (212) 512-2415 OR 2412
1221 Avenue of the America
35th Floor
New York, NY 10020
Attn: Gail Spangenberg, President

The Business Council for Effective Literacy is a publicly supported organization established to foster greater awareness of adults with literacy problems and available literacy programs. One of its aims is to increase business involvement in the adult literacy field.

(Published BCEL Newsletter. Write to be placed on their mailing list.)

CAMPUS OUTREACH OPPORTUNITY LEAGUE (COOL) (612) 624-3018
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108
Attn: Bill Hoogterp, Executive Director

COOL, a national student group, is made up of nearly 500 campuses and 200 non-profit organizations. The purpose of COOL is to promote and support students involvement in the community as an intergral part of university life. Community services undertaken by student volunteers include working in adult literacy programs.

(Has Directory of Adult Literacy Providers, books about organizing campus-based community services organizations, and a newsletter at a minimal cost. Write or call for free listing of available publications.)

CLEARINGHOUSE ON ADULT EDUCATION AND LITERACY (202) 732-2396
U. S. Department of Education
Division of Adult Education
Mary E. Switzer Building,
Room 4414
400 Maryland Avenue S. W.
Washington, D. C. 20202-7240
Attn: Tammy Fortune, Education Program Specialist

The Clearinghouse links the adult education community with existing resources in adult education, provides information upon request, provides referral services, issues publications, and functions as a "broker" of information services by referring inquiries to appropriate information sources.

(A Bibliography which includes a section on volunteerism is free of charge.)

CONTACT LITERACY CENTER 800-228-8813
P. O. Box 81826
Lincoln, Nebraska 68501-1826
Attn: Emily Herrick, Director

One function of the Center is to act as a catalyst to receive telephone calls from potential volunteer tutors nationwide and refer them to existing adult education programs in their communities. A toll free telephone number is provided.

(Free brochures are available: One-on-one Tutoring, Using Volunteers in ABE programs. Also offered is a newsletter, The Written Word, at a cost of \$12.00 annually.)

INDEPENDENT SECTOR

(202) 223-8100

1828 L. Street, N. W.
Washington, D. C. 20036
Attn: Brian O'Connell, President

A non-profit coalition of 650 corporations, foundations and voluntary organizations, giving and volunteering are important elements to its members. These members organizations provide services to the public, operate voluntary agencies that espouse a wide variety of causes, and otherwise represent not for profit activity throughout the educational, scientific, health, welfare, cultural and religious life of the nation.

(Has 1990-91 catalog of materials and services, free of charge.)

INSTITUTE OF LIFETIME LEARNING

(202) 662-4895

American Association of Retired
Persons (AARP)
Education Program Department
1909 K Street, N. W.
Washington, D. C. 20049
Attn: Cathy Ventura-Murkel, Director

The Institute of Lifetime Learning of AARP is committed to reducing illiteracy in America. As the continuing education service of AARP, the Institute also promotes learning opportunities for all older persons through its clearinghouse on education for older learners, creation of model curricula on a wide range of subject areas, and the use of technology in education for the older persons.

(Has free brochure, "Making America Literate: How You Can Help".)

LANGUAGE AT WORK, INC. (LAW)

(202) 363-4521

4115 Wisconsin Avenue, N. W.
Suite 102
Washington, D. C. 20016
Attn: Vera Dickey, Associate

A Non-profit organization established in 1985 to provide on-site instruction in reading, writing and oral communication at any level for employees in the greater Washington area. The scope of the organization was expanded to include developmental seminars and volunteer tutor training programs adaptable to corporate and service organizations.

(Has kit describing services provided by the organization, free

of charge.)

LAUBACH LITERACY ACTION (LLA)

(315) 422-9121

1320 Jamesville Avenue
Box 131
Syracuse, New York 13210
Attn: Peter Waite, Executive Director

A nonprofit organization, LLA tutors adults reading at or below the third grade level. Adult Literacy is provided through some 98,000 trained volunteer tutors to provide basic literacy and English as a second language instruction to some 100,000 students on a one-to-one basis through 800 Local Councils in 45 States.

(Has 1990-91 Catalog of materials and services free of charge).

LITERACY COUNCIL OF MONTGOMERY COUNTY

(301) 942-9292

MARYLAND, INC.
11701 Georgia Avenue - Lower Level
Wheaton, Maryland 20902
Attn: Marita L. Almquist, Executive Director

The Council recruits and trains volunteer tutors to serve in Montgomery County's Adult Education Programs. The Council has a Writer's Group that creates booklets for adults on 0-4 grade reading levels, correlated to the vocabulary of the Laubach Skill Books.

(Has low literacy reading level booklets for a small fee.)

LITERACY RESEARCH CENTER

(215) 898-1925

National Center on Adult Literacy
University of Pennsylvania
3700 Walnut Street
Philadelphia, Pennsylvania 19104
Attn: Daniel A. Wagner, Director

The Center initiates and conducts literacy research projects and provides community service through a variety of consulting and collaborative activities with individuals, groups, and universities.

(Publishes the Literacy Research Newsletter. Write to be placed on their mailing list.)

**LITERACY VOLUNTEERS OF AMERICA,
INC. (LVA)**

(315) 445-8000

5795 Widewaters Parkway
Syracuse, New York 13214-1846
Attn: Jinx Crouch, President

Literacy Volunteers of America (LVA) is a national nonprofit organization which combats illiteracy through a network of community literacy volunteer programs. These affiliates provide individualized student centered instruction in both basic literacy and English as a second language for adults and teens. More than forty thousand tutors and students are involved in nearly three hundred programs located in forty States.

(Has 1990-91 catalog of materials and services to assist in the development of tutorial programs in basic reading and conversational English, free of charge.)

MARYLAND STATE DEPARTMENT OF EDUCATION

(301) 333-2175

Literacy Services, Division of Instruction
Adult & Community Education Branch
200 West Baltimore Street
Baltimore, Maryland 21201
Attn: Darla Strouse, Volunteer Coordinator

The State Adult Education Office administers a statewide adult education program using over 1,000 literacy volunteers.

(Has free handbook: "Collaborative Partnerships in Maryland to Reduce Adult Literacy")

**NATIONAL COUNCIL ON THE AGING
INC. (NCOA)**

(202) 479-1200

600 Maryland Avenue, S. W.
West Wing 100
Washington, D. C. 20024
Attn: Dean Hewitt, Director

A nonprofit organization, NCOA works with and through other organizations to develop concern for older people, as well as methods and resources for meeting their needs. NCOA conducts research, produces numerous books, brochures, and pamphlets on the following subjects: family relationships, industry and the aging population, programming for the elderly, housing, community services, transportation, and consumer concerns.

(Has publications on adult literacy: Organizing A Literacy Program for Older Adults (\$9.95); Tutoring Older Adults in Literacy Programs (\$4.95); and Update on Healthy Aging (\$6.95).)

PRESIDENTIAL VOLUNTEER AWARDS PROGRAM

(703) 276-0542

Volunteer, The National Center
1111 N 19th Street, Suite 500
Arlington, Virginia 22209
Attn: Richard Mock, President

The President's Volunteer Action Awards Program is co-sponsored by VOLUNTEER and ACTION. Beginning in 1982, this special effort honors those individuals and groups who make unique contributions to their communities through volunteer services and focuses public attention on outstanding and innovative volunteer efforts.

(Offers free packets for submitting volunteer efforts. Write to request a packet.)

PROJECT LITERACY U. S. (PLUS)

(412) 622-1492

4802 Fifth Avenue
Pittsburg, Pennsylvania 15213
Attn: Pat Honisek, PLUS Coordinator

PLUS promotes adult literacy at the national level. Continued media interest has resulted in the establishment of 377 community task forces established to address local literacy needs and services. over 117 national organizations have joined to work with project PLUS.

(Has Quarterly Newsletter - Project PLUS. Write to be placed on the mailing list.)

SOUTH CAROLINA LITERACY ASSOCIATION (SCLA)

(803) 256-0550

P. O. Box 2014
Columbia, South Carolina 29202
Attn: Laura Truelove, Executive Director

The Association is a statewide literacy council made up of representatives such as local businesses, Governor's Office, individuals, local literacy councils, Laubach Literacy Action, libraries, and social services agencies. The council recruits and trains volunteers to serve in the statewide adult education program.

(Has free posters, brochures, and a SCLA Newsletter.)

VOLUNTEER: THE NATIONAL CENTER
1111 N. 19th Street, Suite 500
Arlington, Virginia 22209
Attn: Pam Warwick, President

(703) 276-0542

The National Center is a private, nonprofit organization created to strengthen the effective involvement of all citizens as volunteers in solving local problems.

(Has 1990-91 Catalog of Materials and Services.)

WOMEN'S INITIATIVE
American Association of
Retired Person (AARP)
1909 K. Street, N. W.
Washington, D. C. 20049
Attn: Elizabeth K. Mullen, Director

(202) 872-4700

Functioning under the umbrella of AARP, Women's Initiative mission is to help assure that the economic, health, social and cultural needs of the nation's older women are met more adequately. One of its significant development is a cadre of over 7,000 retired persons serving as volunteers in the programs of their choice. Included in this group are volunteers serving in adult literacy programs in members individual communities.

(Has various publications free of charge for single copies.
Write to request a publication listing.)

AGING SERVICES CORPORATE VOLUNTEER PROGRAM

VOLUNTEER INFORMATION FORM

(Source: *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC, 1992.)

Date _____

Name _____

Home address _____ City _____ Zip _____ County _____

Home phone _____ Business phone _____

Age Group: Under 18 _____ 41-59 _____ Sex _____
19 - 40 _____ 60+ _____

Employer's name & address _____

Your position: _____

Special Skills/Training/Interests or Hobbies _____

Describe your previous or present volunteer positions _____

Describe any previous or present involvement with elderly individuals _____

What kind of volunteer work are you most interested in? _____

When are you available? Days: _____ Hours per month _____

In what geographic area are you interested in working? _____

Do you have any physical limitations? _____

Are you interested in providing transportation? Yes _____ No _____

Emergency contact: Name _____ Phone _____

Relationship _____

How did you learn about this program? _____

References may be requested by the participating agency.

Please use the back of this form for any further comments or information you wish to share.

(Source: *Public/Private Partnerships in Volunteerism: A Guide for the Aging Network*, published by the Washington Business Group on Health, National Eldercare Institute on Business and Aging, Washington DC, 1992.)

Agency Name _____ Telephone _____

Address _____

City _____ State _____ Zip _____

Services Offered _____

Area Served _____

Volunteer Coordinator _____ Telephone _____

PLEASE DESCRIBE THE FOLLOWING VOLUNTEER OPPORTUNITIES AVAILABLE WITH YOUR AGENCY. INDICATE DATES, TIMES, LENGTH OF COMMITMENT AND NUMBER OF VOLUNTEERS NEEDED:

Home Delivered Meals _____

Transportation _____

Friendly Visiting _____

Yardwork/Home Repair _____

Individual Projects _____

Group Projects _____

Senior Centers _____

Board Membership _____

Agency Technical Assistance _____

Other (Please Describe) _____

Does your agency have volunteer insurance coverage? _____



CLEARINGHOUSE

U.S. DEPARTMENT OF EDUCATION • DIVISION OF ADULT EDUCATION AND LITERACY • WASHINGTON, D.C. 20202-7240

***Practices Used By Volunteers
in Adult Basic Education and
Literacy Programs***

March 1990

Introduction

Because a high interests has been expressed by the adult education field in the use of volunteers in adult literacy, we have asked States to share some of their practices with us. For the purpose of this paper, "practices" refers to various tutoring methods and supportive roles performed by volunteers as identified by category. The practices described usually complement instruction in adult education and literacy classes as well as expand the delivery system of programs and services to the adult learner.

If there are practices that you would like to add to this list, please send them to:

Mary W. Seibles
U.S. Department of Education
Division of Adult Education
and Literacy
400 Maryland Avenue, S.W.
Mary E. Switzer Building, Room 4428
Washington, D.C. 20202-7240

TOPIC : Vocabulary Game (Password)

PRACTICE : Password involves at least two teams with two people per team and a box of prepared cards. One person draws a card and gives clues to help the other person on that team identify the word. Allow 30 seconds for a turn. Clues and guesses must be given alternately. If a word is identified during the first turn, a token is given to the team. If not, other teams get a chance without having the clues repeated. This rule keeps everyone actively listening because two tokens are given at this level. If no one can guess the word, the next team gives clues for 30 seconds and receives two tokens for a correct guess. If that team fails to identify the word, three tokens are given to anyone who knows the word based on clues already given. If no one knows, the answer is given and a new card is drawn. Acceptable words must be used from science, social studies, and so on. Materials needed are a box of words, a timer, and tokens.

CONTRIBUTOR: Joann Johnson, Adult Literacy Director
South Georgia Technical Institute
P.O. Box 1088
Americus, GA 31709
(912) 928-0283

TOPIC : Duet Reading

PRACTICE : This has been adapted for the intermediate level from Laubach materials. The material has been used very successfully with older students resulting in a possible gain of 2.2 grade levels over a six week period (7 1/2 hour of instruction).

Help the student select reading he/she is interested in which is 2-3 grade levels above his/her current reading level. The student and tutor read together aloud while the tutor draws his/her finger below the line being read. The tutor reads at a normal rate of speed and the student reads as much as he can.

This is especially good so students can hear what a normal reading rate sounds like. It also challenges them. As the student's vocabulary increases, he/she can work on speed. If the student becomes frustrated, try a slightly lower level book.

CONTRIBUTOR: Laura Hemmes, Literacy Coordinator
Hawkeye Institute of Technology
P.O. Box 8015
Waterloo, IA 50704
(319) 234-5745

TOPIC : Readiness: Prime-O-Tec

PRACTICE : The purpose of this activity is to model good reading techniques and to increase sight vocabulary. This method is used for all ages of adults at any reading level. This method is a read along activity in which the learner reads a story that has been taped by the instructor. The learner chooses the material he or she wishes to have taped, even though it may be above his or her reading level. Then the instructor records the story, reading at a slightly slower than normal rate. The learner then listens to the tape and follows along in the book, moving his or her finger under each word. After doing this a few times, the learner reads aloud with the tape. If the learner does not know a word, he/she says it right after the instructor does on the tape. When the learner feels comfortable with the story, he/she reads it aloud to the instructor. After this, the instructor randomly points to individual words, making sure the learner has not simply memorized the story.

With Prime-O-Tec, interest compensates for ability, the learner is able to read material that, using other approaches, he/she may not have been able to read. (Source: Journal of reading, March 1982 pp.512-515, Valarie Myers, developed by William C. Jordan and Adapted from R.G. Reckelman's Neurological Impress Methods.)

CONTRIBUTOR: Joan Rourke
ABE Department Head
Indian Hills Community College
525 Grandview
Ottumwa, IA 52501
(515) 683-5111

TOPIC : Readiness: Risk-Taking Activity

PRACTICE : This activity is to encourage readers at all ages with low reading levels to take risks by making predictions, or guesses, as they read. First, give the student a popular advertisement which has been cut or torn into five or six pieces. Then, as the

instructor gives the student each piece of the cut or torn paper, encourage him or her to guess what the ad is. Explain that the brain can figure out a lot if given a chance. Correlate that it is not necessary to labor over every sound to figure out a word or every word to figure out a passage.

Encourage the student to read all and figure out what they can--the rest will then become much easier to read. (Source: Literacy Prescription Workshop, Myers and Reefer, Spring 1988.)

CONTRIBUTOR: Joan Rourke
ABE Department Head
Indian Hills Community College
525 Grandview
Ottumwa, IA 52501
(515) 683-5111

TOPIC : Writing of Personal Stories

PRACTICE : Student dictates sentences to the tutor creating a story about him or herself. If the student is at a high enough level he/she can also read the story alone. Not only is the student putting his/her own thoughts down on paper in a form he/she can read, it is also a wonderful history for the family and other students.

One of the adult basic education teachers, Barbara Bir, has compiled a series of these stories into a book entitled Listen My Children. The book has been published and is being enjoyed by people in the area. Some of the stories may be included in this year's National Storytellers Festival.

CONTRIBUTOR: Laura Hemmes
Literacy Coordinator
Hawkeye Institute of Technology
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Waterloo, IA 50704
(319) 234-5745

TOPIC : National Issues Forum Discussion Groups

PRACTICE : The Michigan Adult Literacy Initiative, Michigan Department of Education, Adult Extended Services is using the Kettering Foundation's National Issues Forum Literacy Program to broaden the learning experiences of students in Volunteer Literacy and Adult Basic Education programs. The program features three key political issues each year.

Issue booklets are provided that cover background information and policy choices for each issue. The booklets are written in lower reading levels for literacy students. Staff from volunteer groups and Adult Basic Education programs are trained to moderate study groups and issue forum discussion sessions. Tutors and teachers use the booklets and video tapes with students to learn about the issue and for participating in a study group or issue forum.

Staff convene students and tutors into study or discussion groups. Students broaden their involvement with public policy issues as well as learn to interact with their reading material and express their views about what they read.

CONTRIBUTOR: Virginia Watson, NIF State Trainer
Alpena-Montmorency-Alcona I.S.D.
1691 M-32 West
Alpena, MI 49707
(517) 354-3101

TOPIC : NEWSPAPER IN EDUCATION (NIE)

PRACTICE : The Newspaper in Education Department of the Alcona Mirror provides informative workshops to assist tutors in using the newspaper in tutoring sessions. Suggestions for using the newspaper are as follows:

- o Use maps to locate local cities then practice their spelling. Have students find articles written from or concerning these cities. Search for names of other cities in the States and in the United States. Practice spelling these names. The student can also search for international names and locations.
- o Explain the terms: ear, flag, and hammer, and show their location in the newspaper. Have students read the date and weather report on the front page. Have them read the headlines on the front page and circle all action words in the headlines.
- o A lead is the first paragraph in each article. Discuss the who, what, when, where in the different leads.

- o Have the student use grocery ads to help compare items and the classified ads to compare used and new items.
- o Discuss freedom of the press with students.

CONTRIBUTOR: Carole Holes, Coordinator
Blair County Literacy Council
Altoona Area Public Library
Altoona, PA 16602
(514) 946-0417

TOPIC : Phonic: Use of a Phonic Wheel

PRACTICE : A phonic wheel is a cardboard device which gives practice in sounding out words. There are many variations to this device which can be useful for beginning readers. The student simply sounds out each word and then moves the inner piece to the next group of letters to form a new word.

CONTRIBUTOR: Donald G. Block, Coordinator
Greater Pittsburgh Literacy Council
5920 Kirkwood Street
Pittsburgh, PA 15206
(412) 661-7325

TOPIC : Reading Fluency and Comprehension

PRACTICE : This practice is a language experience approach. The idea is to deal with day to day experiences of adult learners. The approach gives the learners a reading text which is drawn from his own experience and from his own oral language.

First, the instructor who is often a volunteer, suggests a topic for discussion. As the student dictates a story of this topic, the instructor writes it down exactly as it is spoken. For a beginning reader, the story should be only four or five sentences in length. The learner then practices reading the text aloud after the instructor reads it. He works up to the point where he can read the text fluently on his own.

A tape recorder, rather than take down the students' dictation, may be used. A student should receive a typed copy of the story to read and take home.

CONTRIBUTOR: Donald G. Block, Coordinator
Greater Pittsburgh Literacy Council
5920 Kirkwood Street
Pittsburgh, PA 15206
(412) 661-7323

TOPIC : Rungs on the Learning Ladder

PRACTICE : A job manual is necessarily specific to the job promotion. The learner may copy and re-copy material to become familiar with new words that will occur. A training class is held which applies the Laubach methods to the job manual. At first Duet Reading is helpful then have students read the manual giving any help necessary. Use manual for homework, asking specific questions to be answered.

The practice was created to enable low level learners to advance their employment status and increase their hourly wages. This method has proven to be very successful. The Laubach method is applied to everyday materials needed to enhance the employment status of the learner.

- o At the next tutoring session, go over questions and manual. Repeat as necessary until learners feel they are ready to take placement tests for employment or advancement.

CONTRIBUTOR: Marilyn Porter, Project Coordinator
Box 277
Montrose, PA 18801
(717) 278-9027

TOPIC : Using the Sunday Comics to Teach Reading Comprehension and Writing Skills

PRACTICE : This activity is for beginning or intermediate level students. First, provide a xeroxed copy of a Sunday comic for each student. "Dagwood," "Dennis the Menace," "Garfield," "The Family Circus," and "Gasoline Alley" are good ones to use. With beginning students, the next step is helping them read and understand the basic point of the comic. Comprehension questions may be developed for use either in group discussion or in student writing exercises. It is best to use open-ended questions that require a broad explanation to answer. In addition, questions concerning words

and usage can be devised. Students may be asked to list all contractions, identify punctuation marks, change tenses of verbs, or find compound words. For a somewhat more advanced activity, provide xeroxed copies of a comic with the words "whitened out." Ask the students to write in their own dialogue for the characters.

CONTRIBUTOR: Bette Hinkle
Project Coordinator
Volunteer Learning Program
3976 Chain Bridge Road
Fairfax, VA 22030
(703) 246-2139

TOPIC : Workplace Vocabulary Development

PRACTICE : This activity is for beginning or intermediate level students. Ask students to bring in lists of words seen in their daily work activities, for example, traffic and road signs encountered by truck drivers and construction workers. List all the words on the board to create a master list and ask students to copy into their notebooks. Beginning students may then learn individual words by making flash cards and using words in simple sentences, eventually combining the sentences into paragraphs. Many other activities can be devised, such as writing each noun in both singular and plural or forming the past, present, and future tense of each verb. These activities are most effective when students work together in small groups, and whenever possible, share their sentences and paragraphs with the entire class.

CONTRIBUTOR: Bette Hinkle
Project Director
Volunteer Learning Program
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Fairfax, VA 22030
(703) 246-2139

VOLUNTEERS IN SUPPORTIVE ROLES

TOPIC : ABE Speakers' Bureau

PRACTICE : The Tuscanora Intermediate Unit (TIU) Center has established an ABE Speakers' Bureau made up of ABE students, GED Alumni, and other adult program graduates. After completing a 15 hour public speaking course, the participating speakers make presentations on a wide variety of topics. Speakers compose their own speeches describing their adult education experiences and the resulting changes in their lives. Presentations are made to groups such as: Head Start programs, the Women, Infants, and Children (WIC) programs, Human Resource Councils, Daughters of the American Revolution (DAR) programs, senior citizen centers, dropout prevention programs, teen pregnancy programs, mental health organizations, drug and alcohol groups, Rotary Clubs, and job service groups. As a result of the Speakers' Bureau, the TIU Adult Education Center has a waiting list.

The student speakers give tremendous amounts of time and energy to the project. When the one year project ends, the Speakers' Bureau members plan to continue to give presentations on their own.

CONTRIBUTOR: Carol Molek, Supervisor
T.I.U. Adult Education Center
Juanita-Miffin Vo-Tech School
Pitt Street and Belle Vernon Avenue
Lewiston, PA 17044
(717) 248-4942

TOPIC : Alternative Leadership Program (Rural)

PRACTICE : The Central Susquehanna Intermediate Unit (I.U.) developed a tutor support system for the Susquehanna Valley Adult Literacy Cooperative in a five county, predominantly rural region. The I.U. recruited and trained six tutors to each monitor and supervised 5 to 10 tutoring relationships. The alternative tutors are available by telephone and devote up to ten hours per week to inquire, listen, and suggest. They then report the results to the Cooperative's coordinator at least once every month. Progress of students and other